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ABSTRACT

The report on paraprofessionals in special education focuses on updating information on utilization and training and recommendations for future directions. Reported in the literature review (1973-75) is a continuing trend toward favorable reception and positive use of paraprofessionals in special education. From questionnaires (a sample is provided in Appendix A) mailed to directors of 12 community colleges involved in training paraprofessionals in programs for handicapped children, findings are reported in terms of types of programs; number of paraprofessionals being trained, graduated, and employed; and program highlights and changes. Workshops and conventions are seen to demonstrate that the paraprofessional is a successful part of the delivery of instruction to handicapped children. Also summarized are three critical areas which are needed in the training and utilization of paraprofessionals: organized dissemination of materials, management and training skills for professionals to work with paraprofessionals, and closer examination into training models for paraprofessionals to work with severely handicapped children. (SB)

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PARAPROFESSIONALS IN SPECIAL EDUCATION: UPDATE REPORT

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INTRODUCTION

The growing demand for services for all handicapped children has necessitated systematic and concerted attention toward recruitment, preparation, and utilization of personnel. In the federal and state governments, professional organizations, and the institutions of higher education, efforts are being directed toward the inclusion of more human resources in the delivery of services to the handicapped population. While more human resources may expedite the delivery of services, the continued emphasis on programs responsive to the needs of the individual child demands critical attention toward the content and the quality of that delivery. With regard to the quality of delivery, attention has focused on the issue of who shall deliver what services and how shall persons be prepared. Within special education, the initial attention to this issue has been in the preparation of professionals. However, increasingly attention is being focused on the preparation and utilization of the non-professional worker in the delivery of services to the handicapped.

During 1973-1974, a research investigation was conducted by New Careers Training Laboratory into the utilization and training of paraprofessionals in educational programs for the handicapped. This investigation was an initial attempt to ascertain information with

regard to need, uses, and training of paraprofessionals in educational programs for the handicapped. The research yield a wealth of information with regard to utilization and training which are contained in a final report entitled "The Utilization and Training of Paraprofessionals in Special Education: Present Status and Future Prospects". Briefly, the results indicated that there was "...widespread recognition of and support for the expanded utilization of paraprofessionals and the need for training." (p.37) While the findings revealed that paraprofessionals were primarily engaged in instructional activities with handicapped children, it was obvious that very little systematic effort had been directed toward training programs on a pre-or in-service program basis. Thus, a major portion of the report focused in on models of training for paraprofessionals in educational programs for the handicapped.

The importance of drawing together information, ideas, and materials on paraprofessionals in special education cannot be under emphasized. While paraprofessionals have been used extensively for many years with handicapped children, systematic dissemination of information regarding their performance and importance to the special education field has been up until this time non-existant. Clearly, disseminating and up-dating information on paraprofessionals in educational programs for handicapped child will continue to facilitate the exchange of ideas and the awareness of critical needs. Thus, the purpose of this report is twofold: (a) to update information on paraprofessional utilization and training; and (b) to make recommendation as to needs.

In order to provide up-dated information on paraprofessionals in educational programs for the handicapped, the following course of action was undertaken:

(1) a review of the literature dealing with paraprofessionals in special education covering the period of 1973-1975;

(2) a mail questionnaire to directors of twelve community colleges involved in training paraprofessionals in programs for handicapped children; and,

(3) reporting of results of workshops and presentations, 1974-1975, dealing with the training of paraprofessionals in special education.

The report is divided in two sections: the first section focuses on the results of the above course of action and the second section makes recommendations for future directions.

SECTION I: UP-DATE OF INFORMATION

Literature Review 1973-1975: Paraprofessionals in Special Education

In "The Utilization and Training of Paraprofessionals in Special Education" (1974) the review of the literature covered the period from 1957 to 1973. During that period, seven articles and one book specifically addressed the role, training, and development of paraprofessionals in special education. Although the literature was sparse in its coverage and continuity, it did reveal a widespread interest in the use of paraprofessionals in educational programs for handicapped children. Further, the majority of the citations covered the late sixties and early seventies, indicating a growing emphasis within the field toward paraprofessionals in special education. During the brief period of 1973-1975, the trend has continued. The review of the literature indicated an increasing amount of attention to the training of paraprofessionals in special education, as well as more evidence of research data on the success of paraprofessionals on the job.

Reid and Reid (1974) have made an extensive report of the Career Associate in Special Education (CASE) program being conducted at Santa Fe Community College in Gainesville, Florida. The program is designed to prepare paraprofessionals for careers in exceptional child education. Specific course work in special education provides the following opportunities for the student:

(a) a special education certificate upon completion of three quarters of work which enables one to work as a paraprofessional in an educational setting for handicapped children; (b) an Associates in Arts degree upon completion of six quarters of work which qualifies a person to work as a teacher's assistant in special education; and (c) the opportunity to transfer credit to a college or university to complete a baccalaureate degree. The CASE program has utilized surveys to special education teachers in Florida to determine the need and the expectancies of paraprofessionals working in programs for handicapped children. Results of the surveys indicated the following information: (a) a need existed for 480 additional paraprofessionals; (b) duties of the paraprofessionals include both noninstructional and instructional activities; and (c) within curricular areas, most paraprofessionals participated in language arts, mathematics, and reading. The authors recommend that efforts be made at training both paraprofessionals and special education teachers simultaneously through a community college/university partnership in order to determine if a highly dfficient team will result. It is the authors intention to gather follow-up data and conduct further investigations in the program to demonstrate that "...not only do paraprofessionals make a difference, but that trained paraprofessionals make a significantly greater difference in the education and training of exceptional boys and girls." (p.14)

The Careers Opportunities Program (COP), a nationwide project demonstrating the innovative role paraprofessionals play in schools, has provided involvement of some COP participants in the education of the handicapped (Schacter, 1974). The evidence from the projects indicate that most COP aides involved in education of the handicapped have not only excellent prospects for employment but that their "performance in special education teaching are excellent because of their unique on-the-job training and experience." (p.2) Schachter noted 12 outstanding COP programs in which COP aides are making major contributions to the learning of handicapped children. Whether in self-contained classrooms, resource rooms, or special learning centers, the COP participants and program are providing new and effective ways of training and utilizing personnel.

Schortinghuis and Frohman (1974) and Frelow, Charry, and Freilich (1974) both conducted research studies investigating the effectiveness of paraprofessionals on the progress of handicapped or low achieving children. Schortinghuis and Frohman compared the performance of paraprofessionals and professionals in the Portage Project - an early education of handicapped children program in rural areas. Results indicated that with respect to communication skills, paraprofessionals and professionals did not differ significantly. However, in the academic areas, results indicated a significant difference between paraprofessionals and professionals. Paraprofessionals had more success in teaching handicapped pre-school children than did professionals. While the sample

size was small, and possibly other variables may account for the differences, the results do indicate the effectiveness of paraprofessionals who are trained to deliver services to handicapped children. Frelow, Charry, and Freilich studied the effect of a teacher assistant program on the academic and behavioral performance of low achieving students in second and third grades. Results indicated a significant improvement in academic gains by those children involved in the teacher assistant programs.

Although much of the literature has focused on the paid paraprofessional working in an educational program for handicapped children, presently more attention is being directed toward the widest range of paraprofessionals to include volunteers, parents, teenagers, etc. who are nonprofessionals and unpaid workers. Hofmeister (1975) has explored the development of learning packages which involve the parent as the paraprofessional to deliver skill training to handicapped children in rural settings. Through the development of learning packages in the simple, prerequisite skills, Hofmeister has demonstrated the potential of the parent as the treatment resource. In a comparison between 153 children in experimental and control conditions, results indicated a significant gain by the experimental group receiving instruction by parents in the learning package model on both the California Achievement Test and a criterion referenced test.

In this brief period of time (1973-75), the literature tends to support the earlier literature which indicated a favorable reception and the positive use of paraprofessionals in special education. The most recent literature indicates not only the closer attention given to training and model programs of paraprofessionals in special education, but presents some research evidence that suggests the effectiveness of the paraprofessional within programs for the handicapped. Further research in these areas should serve to illustrate and clarify the necessary roles that paraprofessionals can play in the education of handicapped children. Moreover, the literature indicates a greater attempt on the part of people involved in paraprofessional programs at all levels to disseminate their information and ideas.

Community College Training Programs

During 1974-1975, twelve (12) community colleges either developed and/or provided specific training for paraprofessionals to work with handicapped children through funding from the Bureau for the Education of the Handicapped. While approximately 50 institutes of higher education (New Careers Training Laboratory, 1974) provide paraprofessional training in special education, these 12 community colleges were contacted to gain current information on the most recently funded training programs.

A mail questionnaire (Appendix A) designed to obtain information on (a) types of programs; (b) number of paraprofessionals being trained, graduated, and employed; and, (c) highlights and changes in programs

was sent to the directors of the programs. Those directors who did not respond to the mail questionnaire were contacted by telephone to obtain the same information. Through this procedure, information was obtained from all twelve programs. Of the twelve programs, eleven are involved in training paraprofessionals and one is engaged in the curriculum development of the program for the community college. A brief description of each program is given below.

Pima County Community College
Tucson, Arizona

Developers: Ms. Lydia Harris
Dr. Lee Scott

This program is involved in the curriculum development of a two year Associates Degree in Special Education. The course work is designed to reach three populations: (a) paraprofessionals employed in programs for handicapped children; (b) students who intend to transfer to a university program; and, (c) skill development aides. At this point, the program is pending approval by the college in order to obtain the long-term commitment of the community college.

Santa Rosa Junior College
Santa Rosa, California

Director: Terri Isaacs

The "Special Education Assistant Program" is divided into a certificate program (40 semester units) and an Associate of Arts program (60 semester units). The training program is comprised of theory classes and practicum experiences. The practicum experiences are placements in community classrooms and on-campus laboratory settings. The training program is currently serving pre-service and in-service paraprofessionals. Approximately 66% of those involved in the training program are employed as instructional aides serving exceptional individuals.

Floyd Junior College
Rome, Georgia

Director: William Pullen

The purpose of this program is to provide pre-service and in-service training for personnel at the paraprofessional level in schools for the deaf. A two-year program is available in which an associates degree is given. Course work is given in manual communication, sociology and psychology, and practical experiences.

Illinois State Community College
East Saint Louis, Illinois

Director: Paul Henkin

The Associates Applied Science -- Special Education Program, with options for mental retardation, emotionally distrubed, and the physically/multiply handicapped -- is an occupational program. It is designed to prepare qualified aides and assistants to assist in programs and services for handicapped individuals (children, youth and adults). The program is designed to meet the needs of three groups of students: (a) gainfully employed in-service-personnel (b) pre-service groups; (c) interested persons.

Kansas City Community College
Kansas City, Kansas

Director: Ms. Jeane Crowder

This is an in-service program designed for paraprofessionals who are employed in a program with pre-school handicapped children. The program consists of an 11 month sequence in which 20 semester hours are obtained in the following course areas: behavior management, early childhood intervention and stimulation, child development, parent-training, community liaison, criterion-referenced assessments.

Cantonsville Community College
Cantonsville, Maryland

Director: Mr. William Philipp

This is a one-year training program to upgrade the skills of paraprofessionals (volunteers, parents, teenagers, teacher assistants, etc.) who are working with handicapped children and adults in a variety of agencies within the local area. Course work and training takes place in the field and often at the request of the agency. Designed to reach 250 persons, the program to date has trained 425 paraprofessionals in a variety of skills.

Gloucester Community College — Director: Ms. Sue Pantis
Sewell, New Jersey

This program provides a two-year associates degree in the area of a child development assistant to work with normal and handicapped children. In addition to the general education courses, six specialized courses are given in health and disease, music to the handicapped, arts and crafts to the handicapped, child care techniques, residential child, and physical education for handicapped children.

Sinclair Community College — Director: Dr. Bonnie Johnson
Dayton, Ohio

The Early Childhood Special Education Program is designed to prepare persons for a career in the education of young handicapped children. The program focuses on relevant knowledges, skills, and abilities which enable students to "mainstream" exceptional children into pre-school programs or work with children in the retarded children's program. The program provides for integration of theory and practical experience to develop competencies in specific and general knowledges including philosophy of education, child growth, and development, identification of high risk children, teaching techniques, assessment and prescriptive diagnostic procedures, community and agency resources and referral procedures. A student may elect to pursue a 30-hour special education certificate or a two-year Associate Degree in early childhood education with a special education emphasis.

Clackamas Community College — Director: Patricia Lantz
Oregon City, Oregon

The goal of the program is to prepare students for employment as paraprofessionals to conduct home-based programs for handicapped infants, children, and their parents or to assist professionals in group settings. Through course work and professionally supervised experience in homes of handicapped children, students are trained to analyze the helping or hindering conditions of the child's environment and to develop a prescriptive plan for therapy. Special emphasis in the program is placed on the diagnosis and treatment of handicapped children from birth to 3 years old and on conducting in-home programs which take into account the total environment of the parent-child unit, rather than looking exclusively at a specific handicap.

Seattle Community College - Central Campus Director: Mr. Stanley Traxler
Seattle, Washington

> The purpose of this program is to provide training for persons to work as interpretors for deaf people. The program consists of either a 45 quarter hour certificate program or a 90 quarter hour associates of arts degree. In the 90 quarter hour program, 65 hours are specifically related to sign language, mental health, developing needs of deaf children and practicum experience in the field or in the lab school.

Seattle Communiyt College - Northern Campus Director: Dr. Margaret Johnston
Seattle, Washington

> The purpose of this program is to provide a two-year degree program in early childhood education with an emphasis on handicapped children. Sixty quarter hours are directed toward working with pre-school handicapped children in a variety of settings: normal classroom; integrated classes; totally handicapped classes. A heavy emphasis is placed on supervised field work.

Individually unique, collectively the twelve programs have focused on basically two types of training: (a) pre-service training leading to either an associates degree or a certificate of training; and, (b) in-service training emphasizing an upgrading of skills of paraprofessionals who are employed in programs for the handicapped. Most of the community college programs which offer pre-service training for new paraprofessionals also have guilt into their programs options for paraprofessionals who are employed to upgrade their skills. While a broad range of handicapped children are served by the twelve programs, individual programs can be categorized by one of the following emphasis: (a) pre-school or early childhood handicapped emphasis; (b) deaf and speech handicapped; and, (c) mildly and severely handicapped children and adults.

Table I provides a breakdown of the programs in terms of training emphasis and category of handicapped children emphasized in the program.

Table 1

Community College Training Programs

Category of Emphasis of the Program	Type of Training Emphasis	
	In-service	Pre-service
Pre-school/early childhood	2	3
Deaf and Speech Handicapped	0	3
Mildly and Severely Handicapped	1	3

The total number of paraprofessionals trained in the 11 programs conducting training during 1974-1975 was 828. Table 2 provides a breakdown of the number of paraprofessionals trained in pre-service and in-service program.

Table 2

Trained Paraprofessionals

Type of Program Emphasis	Numbers Trained	Numbers Completing Training	Numbers Employed
Pre-service	343	156	113
In-service	485	485	485

As noted in Table 2, 58 percent (485) received in-service training, while 41 percent (343) were involved in pre-service training. Of the 343 persons involved in pre-service training, 156 (45%) have completed the training program offered by the community college. Since the majority of the programs consist of a two-year training format, the remaining 187 persons are completing their training. Of those who have completed training, 72% (113) are employed in programs for handicapped children in a variety of settings, (classrooms, institutions, day care centers, etc.). Information from the directors of the programs indicated that for the majority of trained paraprofessionals employment was not a major difficulty.

With regard to specific highlights of individual programs and distribution of published materials regarding programs, the following forms of dissemination were used: (a) local newspaper coverage, (b) conference presentations, (c) television coverage, (d) brochures, and (e) progress reports. While it appears that the majority of programs are receiving local coverage, the dissemination of information at the state and national level is limited and in need of improvement.

Each of the programs involved in training of paraprofessionals is continuing its efforts in revising individual curricula, offering more courses, increasing and improving field experiences, and improving the linkage between the community college and the local school districts.

In conclusion, these programs represent the continued effort on the part of institutes of higher education to improve the training of paraprofessionals in programs for handicapped children. It appears that during 1974-1975, the programs have successfully trained paraprofessionals in skills which are in demand by the local agencies serving the handicapped. While the majority of the programs are offering a two-year program with an associate degree, the in-service training programs are reaching a large number of paraprofessional workers who are already employed and in need of upgrading their skills. The Cantonsville College program provides an excellent example of this form of training. By mid-February, the program had provided training to over 250 paraprofessionals (volunteers, parents, teenagers, teacher aides, institutional workers, etc.) in the widest variety of settings (institutions, public schools, community education programs, private schools for the handicapped).

Workshops and Presentation Coverage of Paraprofessionals in Special Education

As evidenced by the literature, there is a growing trend toward disseminating information about paraprofessionals in special education. While journal coverage is one medium to obtain information on the growth and utilization of paraprofessionals in special education, another vehicle for information sharing is presentations at workshops and conventions. At both the American Association for Mental Deficiency International Convention and the Council for Exceptional Children International Convention this year, coverage was given to community college training programs for

paraprofessionals. For example, at the 53rd Annual International CEC Convention in Los Angeles, the following presentations addressed a variety of training models and roles of paraprofessionals: (a) "Training physically and mentally Handicapped High School Students as Teacher Assistants in Early Childhood Program", (b) "Teacher Aides - Role in the Instruction of Music for the Ethnic Minority Mentally Retarded Student", (c) "Special Education Teacher Aide Training Program in the Community College (CASE)". Thus, as in the literature, there is evidence of a greater attempt on the part of people involved in paraprofessionals programs to disseminate their information, as well as a need of consumers in education to obtain information about training programs of paraprofessionals.

Recently, the Department of Special Education at the Utah State University sponsored a three day workshop on the "management of Paraprofessional Personnel" in special education. It was the objective of the workshop to provide participants with information on a wide variety of models for the management and training of paraprofessional personnel. The format of the workshop was to draw together professionals who have worked on developing packaged materials for handicapped children in which the paraprofessional (volunteer, teenager, parent, paid teacher assistant, etc.) is the source of delivery of instruction of the packaged materials.

Two of the packaged systems focused on the delivery of services to mildly handicapped children who were experiencing learning problems in schools. Grant Von Harrison's "Structure Tutoring" (1975) model utilizes

both teacher aides and tutors who are older students to deliver math and reading programs in a highly structured one-to-one teaching model. Harrison's program depends on the training of the tutors in the following categories: (a) general techniques of establishing rapport with students and keeping aware of student's mastery; (b) specific techniques in utilizing structured tutoring materials; (c) techniques and procedures that are particular to instructional objectives; and (d) general aspects of record keeping. The research on structured tutoring has demonstrated that validated tutor manuals and training in the use of manuals keeps supervision to a minimum. While this program has proven effective with students, Harrison noted that potential for effectiveness in schools would be greatly enhanced "if teaching training colleges would provide teachers expertise in how to train and manage human resources... ." (p. 12).

Programed tutoring, a technique of teaching which enables nonprofessionals to supplement classroom teaching in math and reading, was developed by Ellson (1975). The program has proven to be successful in training nonprofessionals with a limited educational background in 9-15 hours to tutor individually in math and reading. The teaching activities of the paraprofessionals are prescribed in detail, as follows: (a) detailed instructional programs (b) teaching materials specified, and (c) record keeping. The program materials have been field tested in 50 school systems throughout the country which involved about 1500 tutors and 15,000 children.

Three models were presented that utilize nonprofessionals as the delivery agents of packaged materials for the moderately and severely

handicapped child (Fredericks, et.al., 1975; Hofmeister and Atkinson, 1975; Lent, 1975). In Project MORE (Mediated Operational Research for Education), a series of daily living skill packaged programs for the severely handicapped have been designed, developed and disseminated. Each package requires the use of a nonprofessional to deliver the one-to-one or small group instruction of the skill (Lent, 1975). Hofmeister and Atkinson (1975) have developed a service delivery model which makes use of the following components: (a) telecommunication technology, (b) parents as a basic treatment resource, and (c) the technology of instructional packaging. This Telepac Project is providing services to handicapped children in rural areas through professional and parent cooperation and efforts.

Teaching Research Infant and Child Center (Fredericks, et.al., 1975) has delineated a procedure by which to train volunteers or nonprofessionals to improve the delivery of services to handicapped children. It is reported that both teachers and volunteers request aid in management of activities by nonprofessionals in the classroom. These researchers have established a set of principles in which to make the optimum use of volunteers in the classroom. The guidelines were presented as follows:

"I. Time must be taken to train volunteers.
II. Volunteers must be given teaching tasks in the classroom comparable to their level of training.
III. A system of feedback as to the adequacy of the volunteers' performance must exist.
IV. A simplified system of communication, not requiring verbal instruction, between the teacher and the volunteer must exist.
V. A system of flexible scheduling of volunteers must be maintained." (p.2)

The training of volunteers includes a two-hour orientation which is followed by supervised practicum in which volunteers demonstrate abilities to interact with a child, keep records, and provide feedback to the child. In addition, volunteers are supervised and given opportunities to develop more skills.

The Utah Conference focused its attention on packaged materials that utilize paraprofessionals as the instructional agents. Within special education, the technology of instructional packaging, programmed instruction, and behavior modification have influenced greatly the type of content that handicapped children are receiving. There is an effort on the part of special educators to provide materials that are in a sense "teacher-proof". Efficiency and precision have entered into the type of instruction that the handicapped child is going to achieve. As the use of technology and task analysis delineate the skills to be taught, it becomes more apparent that the professional teacher is not necessarily the only agent to deliver the skill content. With an increasing emphasis on individual instruction and precision skill teaching, the use of nonprofessionals becomes most practical, efficient, and successful for the instruction of children. Further, as evidenced by the programs of instruction using paraprofessionals, teachers are in need of training in management and training of human resources that can increase the individualization of instruction to children.

Summary

During 1974-75 the utilization and training of paraprofessionals has continued to expand. It is apparent from the literature, reports from institutions of higher education, and national meetings that the interest in paraprofessional training and development is favorable and growing. Programs throughout the country are demonstrating that the paraprofessional is a successful part of the delivery of instruction to handicapped children. Indeed, as the range of handicapped children in schools increases and the need for individualized instruction to promote learning is emphasized, the role of the paraprofessional becomes more critical and important. Further, there is growing evidence that the range of paraprofessionals is increasing to include not only paid teacher assistants but all nonprofessionals who are engaged in working with handicapped children. As this trend increases, it is critical that professional teachers receive training in the management of paraprofessionals within special education delivery systems.

While the community colleges have made vast contributions to the training and upgrading of skills of paraprofessionals in special education at both the pre-service and in-service level, it is necessary that more energy and resources be given to disseminating information about paraprofessionals and to upgrading the preparation of teachers effectively to utilize paraprofessionals.

Section II: Recommendations and Future Directions

As full educational opportunity for all handicapped children becomes a reality, the effective utilization of human resources becomes critical to insure its success. This survey and its predecesor lends evidence that paraprofessionals are playing an important role in the delivery of instruction and services to handicapped children. This research has been the first attempt to draw together resources, information, and materials about paraprofessionals in special education which had until this time been unorganized and unrelated. While this research has brought together valuable information and presented models for training, it also sheds some light on future needs and directions.

One of the most apparent needs that emerges in the course of the research on paraprofessionals and working with people in the special education field is the need for organized dissemination of information on a national level about paraprofessional programs. While individual programs are making efforts to disseminate information about their programs and results, very few programs are receiving both national recognition and attention. Further, the organized dissemination of material and ideas would prevent unnecessary duplication of materials and have the advantage of promoting the distribution of successful ideas and materials.

The second apparent need that emerges from the research is the necessity for teachers in special education to engage in preparation courses effectively to work and manage paraprofessional training and development in the classroom. While 1974-75 represented a growth period in paraprofessional training, very little attention has focused on training special education teachers to work effectively with paraprofessionals. Administrators in

school districts and researchers continue to make mention of the need for further work in this area (Harrison (1975), Reid and Reid,(1974). The movement in the state of Oregon to propose teacher certification which has as one of its requirements course work/training in the utilization of aides is unique. Moore (1974) has provided some guidelines which could be utilized in special education. In "The Utilization and Training of Paraprofessionals in Special Education" (1974), a training model was delineated for special education teachers to work with paraprofessionals. Thus, a foundation exists upon which to establish a training model for teachers. What is now needed is the execution of the training model or models in carrying out the training, attention should be given to co-training of teachers and paraprofessionals, as well as to direct training of teachers to work with paraprofessionals. The funding of programs to train teachers in paraprofessional education in both pre-service and in-service settings is needed. Further, the funding of training programs would enable evaluation and research to be conducted on the effectiveness of training special education teachers to work with paraprofessionals as part of a team process within the schools.

Further, closer attention and development will be needed in the role of the paraprofessionals in programs for severely handicapped children. While packaged programs are having an impact in this area, more systematic effort will be needed in organizing and training paraprofessionals to use a wider variety of materials and packages as well as having critical input

into the packages themselves. Programmed material is being developed for the severely handicapped in various parts of the country, with all programs utilizing paraprofessionals as the delivery source. Clearly, the organization of these programs into an effective training model for paraprofessionals to work would prevent unnecessary duplication as well as provide a clear model for dissemination.

In summary, three critical areas are needed in the training and utilization of paraprofessionals: (1) organized dissemination of materials, (2) management and training skills for professionals to work with paraprofessionals, and (3) closer examination into training models for paraprofessionals to work with severely handicapped children. The efforts of government, agencies, and institutions of higher education will all be needed further to develop these areas.

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Appendix A

Questionnaire to 12 Community Colleges

QUESTIONNAIRE TO COLLEGES PROVIDING TRAINING
PROGRAMS FOR PARAPROFESSIONALS IN SPECIAL EDUCATION

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College name:_____ Director:_____

Address:_____

1. Give a brief description of your training program for paraprofessionals in special education (i.e., courses, practical experience, etc.): (NOTE: If you have a program catalog, etc., you may include that instead of writing a description.)

2. How many paraprofessionals have you trained this year?_____

3. How many paraprofessionals have completed this training?_____

4. How many graduated, trained paraprofessionals are now employed?_____

5. If you have numbers on employed, give estimates of what type of special education program they are employed in:

TMR_____ Learning Disabled_____ Deaf_____
EMR_____ Behavioral Disordered_____ Visually_____
Physically Handicapped_____ Impaired_____
Speech Handicapped_____ Severely Handicapped_____
Cross-Categorical_____

6. Can you provide a description of any specific highlights that have occured this year in your program and any published materials that describe, illustrate, or highlight the program?

7. What changes (if any) will you be making in your program?